

# Overview of Every Student Succeeds Act (ESSA) Changes and Grant Consolidation Efforts

Federal Grant Programs Statewide Conference  
June 5, 2017

MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**



# Goals of this presentation

1. Highlight key changes to Titles I-IVA under the federal Every Student Succeeds Act (ESSA)
2. Let you know about some steps ESE is taking to better coordinate grants
3. Provide a brief overview of today's breakout sessions



# Programs authorized under ESSA

Title	Description
<b>Title I</b>	<b>Improving the academic achievement of the disadvantaged</b>
Title I, Part A	Improving basic programs operated by LEAs
Title I, Part B	State assessment grants
Title I, Part C	Education of migratory children
Title I, Part D	Programs for neglected, delinquent, or at-risk children & youth
Title I, Part E	Flexibility for equitable per-pupil funding
Title I, Part F	General provisions
<b>Title II</b>	<b>Preparing, training &amp; recruiting high-quality teachers, principals, or other school leaders</b>
Title II, Part A	Supporting effective instruction
Title II, Part B	National activities
<b>Title III</b>	<b>Language instruction for English learners &amp; immigrant students</b>

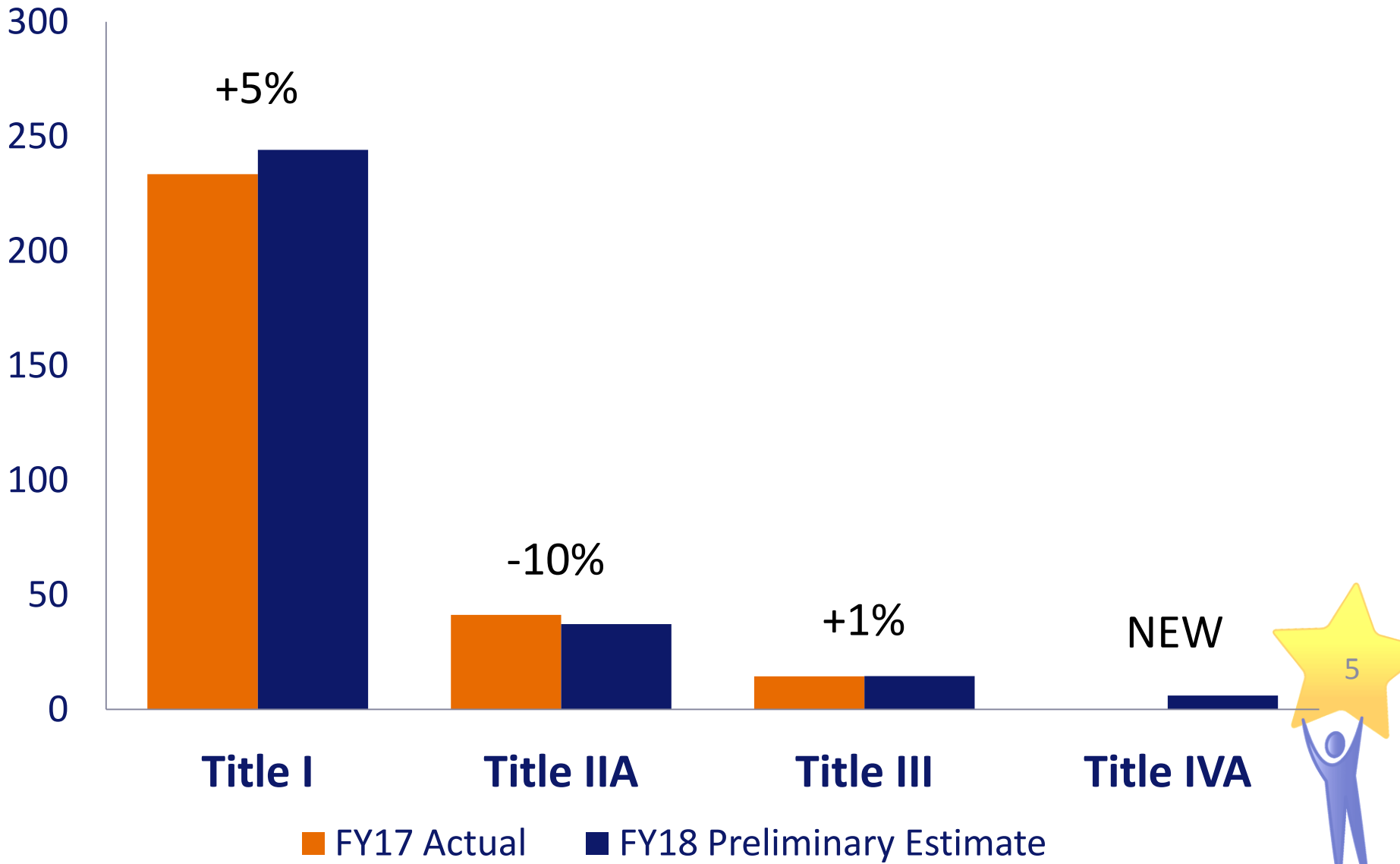


# Programs authorized under ESSA

Title	Description
<b>Title IV</b>	<b>21<sup>st</sup> century schools</b>
Title IV, Part A	Student support & academic enrichment grants [NEW]
Title IV, Part B	21 <sup>st</sup> century community learning centers
Title IV, Part C	Expanding opportunity through quality charter schools
Title IV, Part D	Magnet schools assistance
Title IV, Part E	Family engagement in education programs
Title IV, Part F	National activities
<b>Title V</b>	<b>Flexibility &amp; accountability</b>
<b>Title VI</b>	<b>Indian, Native Hawaiian, &amp; Alaska Native education</b>
<b>Title VII</b>	<b>Impact Aid</b>
<b>Title VIII</b>	<b>General provisions</b>
<b>Title IX</b>	<b>Education for the homeless and other laws</b>
Title IX, Part A	Homeless children and youths
Title IX, Part B	Miscellaneous; other laws including preschool grants



# FY17 & FY18 statewide allocations (\$M)



# ESSA & TITLE I

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# Key Title I changes

1. Use of funds
2. Supplement not supplant
3. Schoolwide program waivers
4. Equitable services for private schools
5. Allocations
6. Transferability (“flexing”)



# Title I – Use of funds

## ★ Emphasis on:

- ★ Well-rounded education
- ★ Early childhood programs, and transition from PK to elementary school
- ★ Dual- or concurrent-enrollment programs in secondary schools
- ★ Such supports as behavioral, counseling, & mental health programs, mentoring, access to advanced coursework (Schoolwide programs)
- ★ “Evidence-based” supports & interventions





# Title I – Supplement not supplant

- ★ Title I funds must still supplement, and not supplant, state and local spending
- ★ But method for testing compliance has changed - no more individual cost test
- ★ District must instead demonstrate that methodology used to allocate state & local funds to Title I schools results in each Title I school receiving state & local funding it would receive if not a Title I school



# Title I – Schoolwide program waivers

- ★ State may waive 40% poverty threshold for Schoolwide programs upon request and demonstration that Schoolwide program would best serve needs of students



# Title I – Equitable services

- ★ Proportional share of funds for private school services calculated based on total amount of district grant, before any reservations
- ★ State required to notify private schools of amounts available to support equitable services in each district
- ★ State required to identify ombudsman to oversee equitable services for private schools



# Title I – Allocations

- ★ Structure for formula grants is unchanged but approach to funding low performing schools will change
  - ★ Increase state reservation for Title I school improvement from 4 percent to 7 percent
  - ★ Turnaround grant funding from USED eliminated
- ★ FY18 district allocations expected in early July



# Transferability (“flexing”)

★ Beginning in FY18, districts will be able to transfer up to 100 percent of:

1. Title IIA or Title IVA (new student support grant) funds **into**:

★ Title I

★ Title III

★ Title V Rural Education Grants \*

2. Title IVA **into** Title IIA, or vice versa

★ Flexing out of Title I, III, or V is not allowed

\* Only a small number of MA districts are eligible for Rural Education Grants



# ESSA & TITLE IIA

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# Key Title IIA changes

1. Allowable uses
2. Highly Qualified Teacher “HQT” requirements
3. Equitable Access
4. Instructional Paraprofessional requirements
5. Equitable services for private schools
6. FY18 Application
7. Allocations
8. Flexing



# Title IIA – Allowable uses

- ★ Uses of TIIA allocations can now include:
  - ★ PD for *all* educators, **not only core academic teachers**
  - ★ Training for leaders, teachers and paraprofessionals serving **early childhood education**
  - ★ Stipends and/or substitute coverage that allows **collaborative educator work** (planning, observations, curriculum writing)
  - ★ Districts **strongly encouraged** to use funds for mentoring and to address inequities in subgroups' access to excellent educators





# Title IIA – Highly Qualified Teachers

- ★ Meeting requirements for a “Highly Qualified Teacher” no longer applies under ESSA
- ★ EPIMS will continue to collect HQ teacher data through June 2017
- ★ At the beginning of each school year, districts must notify parents that they may request information on professional qualifications of teachers & paraprofessionals, as appropriate
  - ★ Appropriate license (content area & grade levels), waivers, paraprofessionals and their qualifications
- ★ Timely notice that students has been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet State Licensure requirements at the grade level and subject area in which the teacher has been assigned



# Equitable Access to Excellent Educators

- ★ HQ replacement:

- ★ ESSA requires states and districts to identify and address any disparities that result from low-income students or students of color being taught at higher rates than other students by "**ineffective, inexperienced, or out-of-field teachers.**" The law also requires states to publicly report this data as a condition of receiving federal education money.

- ★ ESE is developing guidance related to the in-field/out-of-field designation

- ★ Point is for districts to review student assignment data and make informed decisions that is in the best interest of the student

- ★ Districts will develop local Equity Plans

- ★ Addresses local equity gaps

- ★ Submit plans to ESE for review and approval

- ★ ESE provides support in helping districts meet equity gap goals



# Equitable Access – Additional work

- ★ 2017 Equity Update describes the following activities & their relationship to equity
  - ★ Title IIA
  - ★ Low Income Education Access Project (LEAP)
  - ★ Economic Disadvantage Working Group
  - ★ Inclusive Schools Project
  - ★ Collaborative for Academic, Social, and Emotional Learning (CASEL)
  - ★ Rethinking Discipline
  - ★ Resource Allocation & District Action Reports (RADAR)

***Each can be a resource to support districts in local equity work***



# Title IIA – Instructional paraprofessionals

- ★ Meeting the federal Highly Qualified requirements for “Instructional Paraprofessionals” no longer applies under ESSA
- ★ Districts develop and administer hiring requirements for instructional paraprofessionals
- ★ Exploring options to support districts in this area



# Title IIA – Private school participation

- ★ Beginning in FY18, equitable share for private schools will be a **proportion of total LEA allocation**
- ★ Based on total Title II Part A allocation, less administrative costs
- ★ Does not matter how the LEA uses its allocation, including if the LEA uses it for Class-Size Reduction



# Title IIA – FY18 application

- ★ Three required descriptions
  - ★ Alignment to rigorous state standards
  - ★ Systems of professional growth and development
  - ★ Activities to address achievement gaps
- ★ Sources of data you are using to evaluate and approve the three areas above



# Title IIA – Allocations

- ★ Structure for formula grants has changed
  - ★ The hold-harmless provision, based on the amount of funds a district received for FY2001 under the former Eisenhower Professional Development and Class-Size Reduction programs, was eliminated
    - ★ 20% of the funds must be distributed based on the relative numbers of individuals ages 5 through 17 who reside in the district boundaries; and
    - ★ 80% of the funds must be distributed based on the relative numbers of individuals ages 5 through 17 who reside in the district boundaries and who are from families with incomes below the poverty line
- ★ FY18 district allocations expected in early July



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★ Title I

★ Title III

★ Title V Rural Education Grants \*

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# ESSA & TITLE III

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# Title III fund use changes

## 1. Administration

- ★ Used for direct administrative costs only
- ★ Cap is 2%

## 2. Pre-school

- ★ Supplemental services/professional development

## 3. Early College/Dual Enrollment

- ★ Agreement with Institute of Higher Education
- ★ Can be for credit



# ESSA & TITLE IVA

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# Key Title IVA changes

1. New program for Student Support and Academic Enrichment
2. Supports access to well-rounded education, improved conditions for student learning, & use of technology
3. Formula grants proportional to districts' share of statewide Title I allocation (~2.6% of Title I amount)
4. Option to flex funds into Title I, IIA, or III
5. Majority of grants reviewed by Title I team



# ESSA grant coordination

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# ESSA grant coordination

- ★ New office at Department:  
**Resource Allocation Strategy & Planning**
- ★ Goal is to support strategic resource use within ESE  
and in districts to positively impact student  
outcomes
  - ★ People, time, and money



# ESSA grant coordination

- ★ One project: Coordinating applications & reviews for largest federal programs
  - ★ FY18: Titles I-IV
  - ★ FY19+: Potentially include other grants
- ★ For FY18, greater coordination around:
  - ★ Application design
  - ★ Timing
  - ★ Equitable services for private schools
  - ★ Communication
  - ★ Reviews
  - ★ Consolidated plan overlay



# ESSA grant coordination

## ★ **Consolidated plan overlay**, designed to:

- ★ Help districts consider how federal formula grants contribute to district priority initiatives
- ★ Asks districts to:
  1. List key district-wide initiatives for teaching & learning for upcoming school year, from existing district improvement/action/strategic plan
  2. Check off alignment with state ESSA priorities, as appropriate (early grades literacy, middle grades math, high quality pathways for HS students, historically disadvantaged subgroups)
  3. Check off whether initiative is supported by one or more of listed funding sources







# Today's agenda

★ 10:00-2:50: Six concurrent breakout sessions

★ Salons A-E

★ Princess Room

★ Morning refreshments available

★ 12:00-12:50: Lunch on your own

★ 9:00 whole group session repeats at 3:00



# Breakout overview

- ★ 15 discrete sessions
  - ★ Grant application overviews (Titles I, IIA, III, IV)
  - ★ Program-specific topics (Titles I, IIA, III, IV)
  - ★ Cross-cutting topics
  - ★ Working in EdGrants
- 
- ★ Certain sessions repeated
  - ★ Six breakout sessions include district presenters



# For more information

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Massachusetts ESSA website: [www.mass.gov/ese/essa](http://www.mass.gov/ese/essa)

U.S. Dept of Education ESSA website: [www.ed.gov/ESSA](http://www.ed.gov/ESSA)  
- Guidance, proposed regulations, and other materials

Title I team e-mail: [titlei@doe.mass.edu](mailto:titlei@doe.mass.edu)

Title IIA team e-mail: [TitleIIGrants@doe.mass.edu](mailto:TitleIIGrants@doe.mass.edu)



# A few words from CACE

The Council of Administrators of Compensatory Education  
*A Massachusetts organization of local Title I administrators*

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